DOCUMENT RESUME

ED 202 021 CS 206 292

AUTHOR Marion, L. Marvin
TITLE Poetry Extravaganza.
PUB DATE Sep 80
NOTE 49p.; Paper presented at the Annual Meeting of the Plains Regional Conference of the International Reading Association (8th, Bismarck, ND, September 25-27, 1980).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Childrens Literature; *Creative Writing; Elementary Secondary Education; *Figurative Language; Literature Appreciation; *Poetry; Poets; Teaching Guides

ABSTRACT

Twenty-six poetic forms are discussed in this paper, with suggested activities for teaching these patterns to students in grades kindergarten through grade twelve. The forms that are discussed include the couplet, quatrain, triplet, limerick, free verse, haiku, cinquain, sijo, septolet, diamante, acrostic, sonnet, parody, dramatic monologue, and narrative. Several poetic terms are explained, including spoonerisms, meter and rhythm, and poetic foot. Figurative language forms, such as alliteration, onomatopoeia, simile, metaphor, personification, and hyperbole, are also discussed. A list of poets for students of all ages and a list of publishers of children's poetry are included. (RL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED202021

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Poetry Extravaganza

If I were

Couplet

Tanka

Parody

Triplet

quatrain

Diamante

Autobio

Cinquain

bio-poem

Haiku

Prepositional

Sonnet

Concrete

Parts of Speech

free Verse

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
L. Marvin Marion
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Lanterne

Septolet

Clerihew

Triangular Triplet

Found

Wingspark

Acrostic

Limerick

Sijo

CS206292

Poetry Extravaganza

by

Dr. L. Marvin Marion
Associate Professor of Education
Missouri Western State College
St. Joseph, Missouri

Acknowledgements to:

My wife, Mrs. JoAnn Marion,
Assistant Professor of Education,
Northwest Missouri State University,
Maryville, for the front cover design.

Mrs. Lucie Nelson,
Secretary and typist,
Department of Education,
Missouri Western State College.

TABLE OF CONTENTS

	Page
Introduction	1
Couplet	2
Quatrain	3
Triplet	4
Limerick	4
Triangular Triplet	5
Free Verse	6
Haiku	9
Cinquain	10
Sijo	11
Concrete Poem	12
Tanka	13
Lanterne	13
Septolet	14
Diamante	14
Acrostic Poem	15
Sonnet	16
Parody	17
Wingspark Poem	17
If I Were Poem	18
Parts of Speech Poem	19
A-B-C Poem	19
Dramatic Monologue	20
Bio-poem and Auto-bio-poem	21
Clerihew	25
Found Poems	25

Prepositional Poem 28
Correlation of Poetry and Music 29
Definitions and Examples of Other Types of Poems . . 29
Ballad 29
Epic Poem 30
Dirge 30
Elegy 30
Narrative 30
Satire 30
Lyric 30
Dramatic Poem 30
Ode 31
Spoonerisms 31
Stanza 31
Irony 31
Meter and Rhythm 31
Poetic Foot 31
Figurative Language and Examples 32
Alliteration 32
Onomatopoeia 32
Simile 32
Metaphor 33
Personification 33
Hyperbole 33
Book Making 34
Poets for Students of All Ages 35

A List of Publishers Who Have Been Receptive in Publishing Children's Materials . . . 36

Recordings 36

Book Publishers of Children's Works 37

Notes 38

Bibliography 41

Introduction

This Unit consists of twenty-six poem patterns ranging from simple to complex. The poetry unit is appropriate for grades K-12, and is good to utilize with gifted and talented students.

Too many students do not enjoy poetry. Some of the reasons they do not like poetry are: because their teacher does not enjoy teaching it; it has not been presented in a challenging way to students; they have not been motivated, and they may have been required to memorize poems they did not enjoy.

In teaching poetry, as in teaching any subject, the teacher should show enthusiasm and appreciation for poems. To introduce a poetry unit read a few humorous poems to students. Give them an opportunity to look for humorous poems and to write some of their own.

What is poetry? It is rhythmic thoughts written down. Poetry is a true expression from the heart. It is whispers of the mind expressed in writing. Poetry is capturing motion from the past, present and future and expressing it on paper when the moment is ripe. The words are placed back in motion when they are read and experienced by another person.

Robert Frost said, "Poetry is my kind of fooling."

Emily Dickinson once said: "When I feel physically as if the top of my head were taken off, I know that is poetry."

Have students give their definition of poetry. Ask them, what impressions they visualize when they think about poetry?

Read poetry aloud as well as silently. Have the student listen to tapes and records of poetry read. Let students tape record poems they read aloud as well as poems they have written.

Poem Patterns and Examples of Each

1. Couplet - Two successive lines that rhyme. The last word in each line rhymes. Children use this pattern in play, in jumping rope, and in jingles.[1]

Examples by L. Marvin Marion:

I wish that spring was here
Then the weather and sky would be clear.

Winter is a terrible season of the year
So place another log on the fire and give a cheer.

Summer is my favorite season
If you ask me I will give you a reason.

In fall the leaves turn brown
And soon fall to the ground.

Write couplets about your favorite:

1. Season	6. Teacher	11. Friend
2. Holiday	7. Hobby	12. Place
3. Person	8. Sport	13. Color
4. Food or Dessert	9. Pets	
5. Subject	10. Animal	

Look for and list examples of couplets written by other people.

January brings the snow,
Makes our feet and fingers glow.

-Mother Goose

Star light; star bright
First star I see tonight.

-Old Saying

2. Quatrain - A four line verse pattern which may have any rhythm.[2]

Example rhyme schemes written by L. Marvin Marion are:

1. --a	1. --a	1. --a	1. --a
2. --b	2. --b	2. --a	2. --a
3. --c	3. --a	3. --b	3. --b
4. --b	4. --b	4. --b	4. --c

"My Misfortune"

If my memory serves me right a
The year was nineteen forty-nine b
I was really up tight a
Because that year I didn't earn a dime. b

"Guilt Feelings"

You may wonder why I look so sad a
But if you ask me why b
It is because I've been so bad a
That I think I'm going to cry. b

"Rover and Mat"

I once had a dog named Rover a
Along came a car and he was run over a
Now I have a cat b
And his name is Mat. b

Try your hand at writing some quatrains containing the rhyme schemes.

Place a manila folder in a learning center. Label the outside "Quatrains". Begin quatrains and have the students writing the remaining lines.

Brainstorm for rhyming words and using experience charts

write quatrains students dictate to you. Illustrate your original poems.

3. Triplet - A triplet (tercet) is a three line poem that conveys humor and tells a brief story.[3] Examples by L. Marvin Marion:

My dog is tame a
He plays in the rain a
In math he is a brain. a

I have a cat a
She caught a rat a
And now she looks like pat. a

Task:

Give students an opportunity to write and illustrate their own triplets. Mount each one on construction paper cut in various shapes and make a triplet bulletin board.

Place a manila folder in a center. Write the first line of triplets, ask students to finish each triplet.

4. Limerick - The limerick is a combination of triplet and couplet. The rhyme pattern is a-a-b-b-a. Three metrical beats are observed in lines 1, 2, 5 and two beats in lines 3 an 4. It is a nonsense poem.[4]

Examples by L. Marvin Marion:

There once was a man from Tarvin
Who was always called Marvin.
He used his knife
To support his wife.
His hobby was woodcarving.

There once was a farmer named Brown
Who often took stock to town
He sold a cow
But kept his sow
The pig laughed and knocked him down

Edward Lear was known for his nonsense limericks. He has been credited with originating the limerick pattern.[5]

Activities:

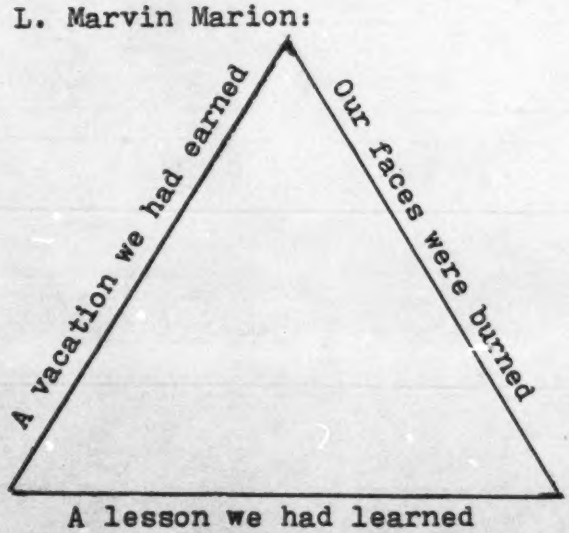
Start nonsense poems. Let students finish them. Place in a file folder in your poetry center.

Ogden Nash wrote many nonsense poems, especially his "Private Zoo" Collection which includes the following: "The Kitten", "The Porcupine", "The Guppy", "The Cow", "The Rhinoceros", "The Lion," "The Jellyfish", and "The Duck".[6]

5. Triangular Triplet - A triangular triplet consists of three lines that rhyme. It is arranged in a triangular shape. An interesting characteristic of this poem pattern is that one can begin reading any place on the triangle, and it still makes sense.[7]

Students may wrtie their original triangular triplets and illustrate by drawing appropriate pictures inside.

Example by L. Marvin Marion:



6. Free Verse - Children can be highly successful writing free verse poems since there are no restrictions in writing poems using this pattern. There is no set pattern or rhyme scheme to follow and no established number of lines. Students may write about any topic they choose. A good way to start students thinking about an idea for a poem is to show slides or pictures. The entire class may wish to participate in writing a group free verse poem to initiate the pattern.[8]

A familiar concept could be presented to students such as "What is Hard?" example by L. Marvin Marion:

Hardness is doing an unpleasant task.
Hardness is driving when you are half asleep.
Hardness is accomplishing a monumental goal.

Other topics could include: "Happiness is...", "Summer is...", or "A friend is..." Example by L. Marvin Marion:

Summer is...
Walking barefoot through the grass
Feeling squishy mud from a warm rain between the toes
Running carefree through a field of clover
Picking blackberries on the Fourth of July
Going fishing with a bankpole and red worms
Not having to worry about school and homework
Listening to a jar fly sing in a tree on a hot July night
Hearing the distant hoot owl in the middle of the night
Lying awake to the redundant rhythm of the Whippoorwill
Listening to the croaking of frogs in the farm pond
Swatting mosquitoes in the summer heat

Swimming in the cool water of a pool
Riding the ocean waves
Making garden, plowing and hoeing
Canning and freezing vegetables
Mowing the lawn weekly
Wearing shorts and other light weight clothing.
Going on picnics, camping, boating
Vacationing to the mountains, lakes, ocean, other states.

Introduce free verse poems by reading those which contain visual imagery and poems that pertain to the use of the five senses.

Write a free verse poem with feelings. Perhaps you can recall some pathetic person or scene you have observed, or you remember a particular time of sadness. Poets use every experience when they are writing.

The following free verse poems were written by L. Marvin Marion:

Aunt Sally[9]

Aged by many winters with silver streaked hair,
Widow of an East Tennessee Baptist minister,
Called "Aunt Sally" by her acquaintances.

Spending days in a hickory cane rocker,
Hands folded, rocking to and fro,
Seeing through panes of blackness,
Feeling way through house slowly with walking stick in hand.

Reminiscing about bygone days of childhood
In large rural family following Civil War era,
Recalling Slate Hill being nicknamed "Bell Town".

Speaking often of late husband, Uncle Tom,
Giving testimonials in white-frame country church,
Listening to radio ministry daily during the forties.

Buying blue denim overalls and chambray shirts and
Saying, "Eat your vittles now," to her two young nephews,
Reporting that she felt "as well as common" today.

Born during President Lincoln's administration,
Buried during Eisenhower's presidency,
County Line Cemetery houses her bodily dust,
Heaven claims her soul.

Where the Wild Honeysuckles Grow

Fragrant aroma
of pink and white honeysuckles
sprinkled with glistening dew.

Young East Tennessee lad,
gooseneck in hand, applies arm strokes,
taking a row at a time
sometimes bending to pull weeds and morning glories entwined
around plants.

Mid-morning snack alleviates pangs of hunger;
by noon early July sun scorches skin;
drops of perspiration fall like warm summer rain.
"Dinnertime"

Job finished.

Blackberry Picking on Fourth of July

Early morning summer sun
Saying, "Get your eight pound lard bucket;
it has to be filled by mid-morning
with plump, juicy blackberries."

Wet soggy green grass smothered
with red clay mud from the night's storm.
Water oozing through tennis shoes;
blue jeans soaked to the knees
While thorny briars clutch to prick fingers,
whispering, "Do not steal my luscious blackberries."

By mid-morning insects stir devouring overripe blackberries.
String in hand East Tennessee country boy clutches June bug,
tying it to end of pocket string,
watching it buzz, plotting escape.

High noon,
sun directly overhead,
buckets all filled.
Home to wash berries, pluck stems,
preparing to make jam and jelly.

7. Haiku - This form of poetry originated in thirteenth century Japan. Haiku consists of three lines totaling seventeen syllables. Line one contains five, line two has seven, and line three consists of five. Nature and the seasons characterized subjects of traditional Japanese Haiku. Americans, however, have used a variety of topics for their poems.[10]

The following examples are by L. Marvin Marion:

Winter has broken;
Hear the robin's glad song.
Green is everywhere

Warm April showers;
Planting seed in rich warm soil;
Watching flowers grow.

Suggest some topics that students might find familiar, especially ones associated with nature. Have students create a Haiku poem together. In presenting their poems to the class, have students make some simple drawings and make a bulletin board display of the illustrated poems. A good way to establish a mood for Haiku poetry is to play Grofe's "Grand Canyon Suite." Students will be listening to sounds of nature. Mount students' poems on pieces of rice paper or parchment. Students then may decorate their poems with pen and ink or brush and ink Japanese-fashion.

8. Cinquain - 1st line, one word giving title.
2nd line, two words describing the title.
3rd line, three words expressing an action.
4th line, four words expressing a feeling.
5th line, another word for the title.[11]

The following examples are by L. Marvin Marion:

Time
Slow, fast
Passes, marches, advances
School, snow, vacation, summer
Clock.

Summer

Warm, hot

Swim, run, play

Exciting, exhilarating, enjoyment, fun

Vacation.

Follow-up! Have a class "poetry Read-In". If your students are used to group criticism, let them discuss each other's poems. (Otherwise, be careful not to tread on budding poetic ground.)

Make a recipe starter box for Cinquain. Ask each student to suggest a topic for Cinquain. Place the suggestions in a file box students can refer to at their leisure.

Now mix your own Cinquain. Look at pictures for ideas. Then write five lines layered in syllables.

9. Sijo (She-jo) - A form of poetry derived from the 14th Century Yi Dynasty in Korea. Similar to the Japanese Haiku, Sijo is based on syllabication. There is no rhyme and the theme centers around nature or the season. It is composed of six lines, each consisting of seven or eight syllables for a total of 42 or 48 syllables.[12]

Sijo allows for elements of drama in writing. Ask students to tell you how they would use the sijo poem format to describe something spooky, exciting or dramatic.

The following example is by L. Marvin Marion:

A scary, stormy evening

Frightened and tense all the way.

Shifting dark clouds producing

Torrential rain, hail, gusty winds.

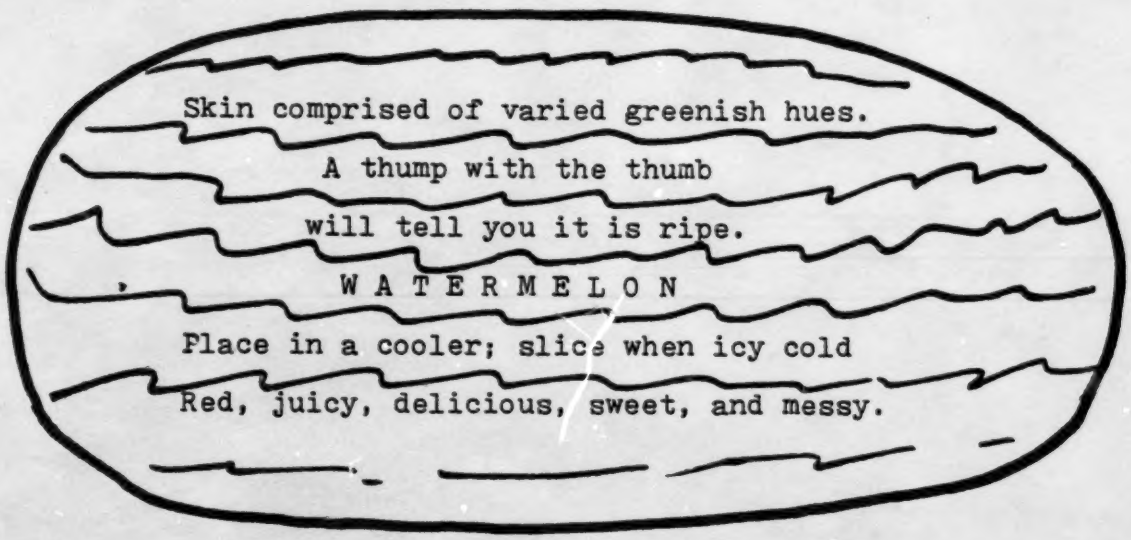
Forecast on the car radio

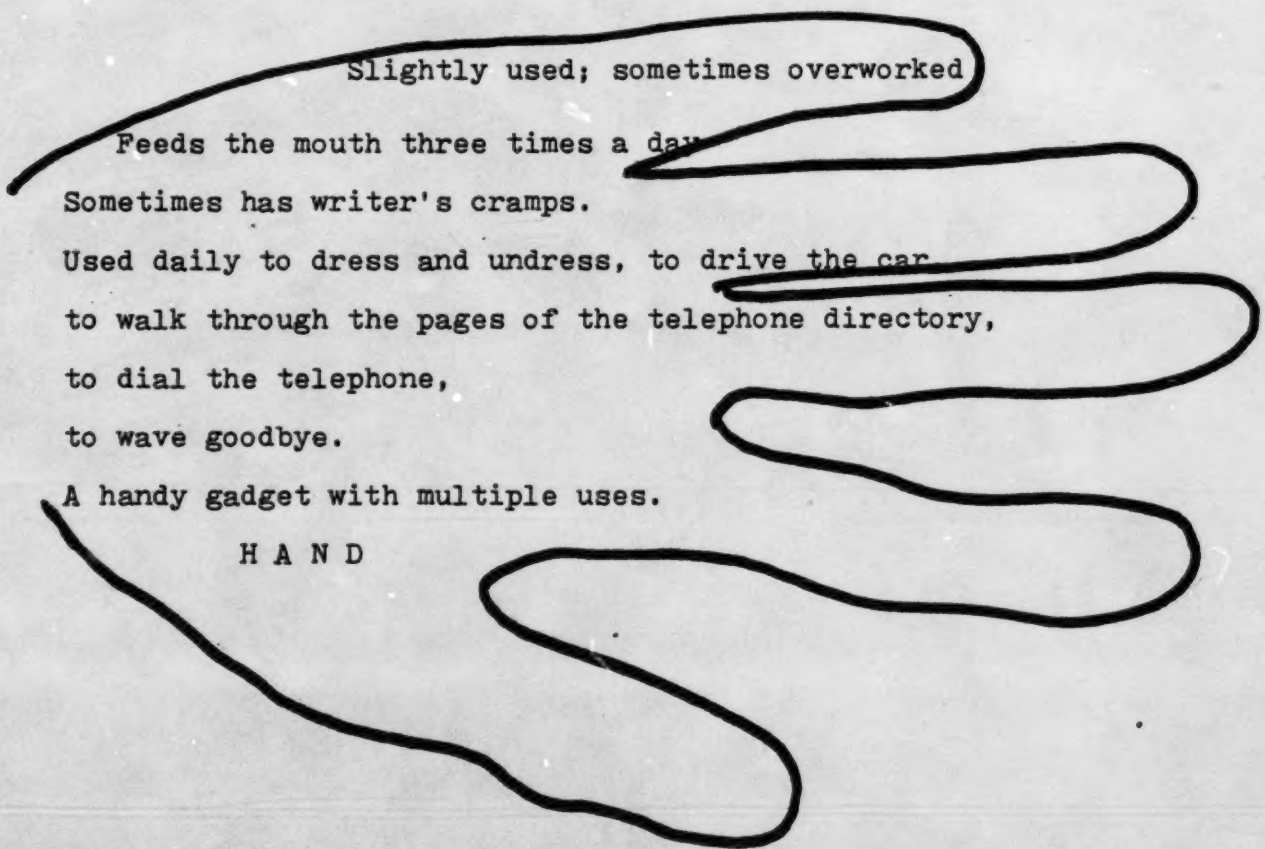
Tornado watch until midnight.

Give students an opportunity to write their own.

10. Concrete Poem - A concrete poem is visual poetry made from letters and words. It is a drawing in the shape of what is being described in the poem.[13]

The following examples are by L. Marvin Marion:


Skin comprised of varied greenish hues.
A thump with the thumb
will tell you it is ripe.
W A T E R M E L O N
Place in a cooler; slice when icy cold
Red, juicy, delicious, sweet, and messy.


Slightly used; sometimes overworked
Feeds the mouth three times a day.
Sometimes has writer's cramps.
Used daily to dress and undress, to drive the car,
to walk through the pages of the telephone directory,
to dial the telephone,
to wave goodbye.
A handy gadget with multiple uses.
H A N D

Let students create their own concrete ideas for poems and make appropriate drawings. Display concrete poetry on the bulletin board.

11. Tanka - The tanka poem is like an extension of haiku. It consists of 5, 7, 5, 7, 7 syllable pattern with no rhyme or meter.[14]

The following is an example by L. Marvin Marion:

The hands on the clock
Each going separate ways
Spanning a full day
Telling me that it is late.
Time stops to wait for no one.

Place activity folders of example tankas in a poetry learning center. Students go to the center, read the examples and write their own tanka. Place a folder in the center with a tanka you have started and have students complete it.

12. Lanterne - The five lines of this poem contain the following number of syllables, respectively: 1, 2, 3, 4, 1. The visual shape is like a Japanese lantern.[15]

The following are examples by L. Marvin Marion:

My
day is
filled with school
activities
haste.

My

pet is

a frisky

yellow and white

pup.

Write lanterne poems and cut in the shape of Japanese lanterns. Mount on cut construction paper. Make a bulletin board display.

13. Septolet - This poem pattern consists of seven lines containing the following number of respective syllables: 1, 2, 3, 4, 3, 2, 1.[15]

The following is an example by L. Marvin Marion:

Slow

Slimy

A green snake

Crawling through grass

Angrily

Kill fast

Prey.

14. Diamante - The diamante, a diamond-shaped poem was created by Iris M. Tiedt. The pattern is as follows:

Line one: subject = one word

Line two: adjectives = two words

Line three: participles = three words

Line four: nouns = four words

Line three: participles = three words

Line two: adjectives = two words

Line one: noun = the opposite of the subject = one word.[16]

This seven line diamond-shaped poem gives the writer an opportunity to contrast two opposite ideas in one poem. Give students a task card with an example of a diamante and lines drawn from them to write their own poems.

The following example is by L. Marvin Marion:

Storm

Dark uneasy

blowing, roaring, twisting

houses, shelter, outdoors, sunlight

whispering, calming, soothing

bright calm

Normal

15. Acrostic Poem - The acrostic poem may be various lengths. It could be only a couple of lines, a group of words, and may vary in rhyme scheme. The first letters of each line spell a word when read vertically. This type poem can be written to honor someone, to spell a subject, season, or holiday.[17]

Have the class write a poem around a word. First, print letters on the left side and then fill in the poem with words. Have students compose their own acrostic poems.

The following examples of acrostic poems were written by L. Marvin Marion:

Morning-glories in bloom
Around the garden fence
Rows of corn standing stately tall
Vines of grapes ripening in the August sun
In the garden weeds are growing
Nothing is better than summertime.

Tomorrow is another day
Out into the busy world I must go
Making money is my goal
Although back to the Federal Goverment most of it will go
To pay income taxes which I deplore
Oil companies are becoming rich while I become poor.

16. Sonnet - A poem properly expressive of a single, complete thought, idea, or sentiment of 14 lines. Usually in iambic pentameter, with rhymes arranged according to one of certain definite schemes, being in the strict or Italian form divided into a major group of eight lines (ask a question), the octave followed by a minor group of six lines (answer the question), the sestet: this form is the Spenserian sonnet rhyming abbaabba and cdecde. The rhyme schemes for some sestets may be cdcdcd. The Shakespearean sonnet form contains three quatrains and a couplet rhyming abab cdcd efef gg.[18]

"Sonnet 73" by William Shakespeare is an example of Shakespearean sonnet.[19] John Milton's, "On His Blindness," is an example of the Spenserian sonnet.[20]

A sonnet always has fourteen iambic pentameter lines; that is, ten syllables with a stress on every other syllable.

Sonnets are concerned with serious subjects, subjects worthy of deep thought. The pattern for such themes, consequently, demands a strict form into which much thought can be compressed.

Iambic pentameter -- an unrhymed verse of five iambic feet with a ta tum, ta tum, ta tum, ta tum, ta tum rhythm.

The sonnet is perhaps the most difficult poem pattern to write.

17. Parody - A satirical imitation of a work of literature or music. A "mock-song."

Examples:

My Bonnie climbed upon the gas tank
Its contents to see
She struck a match
Oh! Bring back my Bonnie to me.

Jingle bells, jingle bells,
Shot gun shells.

Row row row your boat
Gently down the stream
Throw the teacher overboard
And listen to her scream.

Ogden Nash wrote a parody on Joyce Kilmer's "Trees."

Students will enjoy writing parodies on other poems and songs. If they write parodies of songs, give them an opportunity to sing their new version. Some students may play an instrument to accompany the singing.

18. Wingspark Poem - Line 1. I dreamed
Line 2. I was _____
Line 3. Someplace
Line 4. Doing something
Line 5. Feeling[22]

Examples by L. Marvin Marion:

I dreamed
I was George Brett
in Yankee Stadium
hitting five home runs in one game
jubilantly.

I dreamed
I was a Millionaire
Vacationing in Hawaii, Alaska, England, the world,
with my wife,
no worries and carefree.

I dreamed
I was an entertainer
traveling around the country
singing and playing with my own group,
enjoying life

19. If I Were Poem

If I were a (an, the)_____ I'd be _____.
If I were a (an, the)_____ I'd_____.

Examples by L. Marvin Marion:

If I were a lawnmower I'd be
sharp tongued when big rocks lay
in front of me.
If I were a lawnmover I'd stop
giving flat top grass cuts since they
are obsolete on the male species.

If I were a bird I'd be free
and happy flying through the breeze
avoiding clutching cat paws.
If I were a bird I'd fly
South to warm sunny Florida.

20. Parts of Speech Poem [23]

Follow the line-by-line formula to write your own poem.

Line 1 - One determiner plus one noun

Line 2 - One adjective plus one conjunction plus adjective.

Line 3 - One verb plus one conjunction plus one verb.

Line 4 - One adverb.

Line 5 - One noun that relates to the first noun in line one.

Examples by L. Marvin Marion:

My brain
intellectual and attentive
thinks and remembers
quickly
mind.

The puppy
frisky and playful
barks and whines
Mutt.

21. A-B-C Poem[24]

A-B-C poetry creates a mood or strong feeling.

A-B-C poetry is an emotional expression in short form.

1. The first four lines are words, phrases, or clauses that set a mood.

2. Letters of the beginning word in each line are alphabetical in order.

3. The final line is a one-sentence statement beginning with any letter.

Examples by L. Marvin Marion

Agitated Alligators
Biting sharp teeth,
Crawling through the Everglades,
Dredging the swift current -
The fast swimmer outwits the
Amphibicus jaws of the reptile.

American Democracy
Being free to vote,
Candidate of one's choice,
Democrat, Republican or Independent -
Participate every four years in electing
The President of the United States.

22. Dramatic Monologue - by Robert Browning

Robert Browning a nineteenth Century English poet was perhaps most successful with his dramatic monologue. In this style a single speaker supplies through the delicate play of his emotions the whole background of the dramatic situation, and even suggests the presence and dialogue of other characters. "My Last Duchess" was one he wrote. His masterpiece was: "Boot and Saddle."[25]

23. Bio-poem and Auto-bio-poem -

Pattern

Line 1: Your first name only.

Line 2: Four traits that describe you.

Line 3: Sibling of ... (or son/daughter of)

Line 4: Lover of ... (3 people or ideas)

Line 5: Who feels ... (3 items)

Line 6: Who needs ... (3 items)

Line 7: Who gives ... (3 items)

Line 8: Who fears ... (3 items)

Line 9: Who would like to see (3 items)

Line 10: Resident of (your city); (your road name)

Line 11: Your last name only.

This poem pattern may be used with students in grades 3-12.

An example of an auto-bio-poem might look like this:

1. Marvin
2. Honest, happy, depressed, ambitious
3. Son of Henry R. and the late Hattie E.
4. Lover of JoAnn, the refreshing greenness of spring, summer vacations,
5. Who feels satisfaction in accomplishing a goal, tranquility in listening to the surrounding beauty of soft stereo music, the peacefulness of a walk in the countryside,
6. Who needs love, friends, moments of privacy,
7. Who gives love to others, encouragement to students, a pat on the back to someone for a job well-done,
8. Who fears aging years of life, death of loved ones, what the future holds,

9. Who would like to accomplish his goals in his profession, travel more extensively, play a musical instrument and sing,
10. Resident of Maryville, 719 West Third Street,
11. Marion.

The following Bio-poems were written by L. Marvin Marion:

1. John F.
2. Wealthy, Naval hero during World War II, Camelot, Politican
3. Son of Rose and the late Joseph, Sr.,
4. Lover of Jackie, Family and country,
5. Who felt courage in war, passion for poor and blacks, and an assassin's bullet,
6. Who needed the backing of U.S. Congress, to see dreams fulfilled, to live as a leader of his country,
7. Who gave his best in war and peace, to the presidency, his life,
8. Who feared the Bay of Pigs Invasion, losing his life in battle, being assassinated while in office,
9. Who would have liked to have seen an end to the Vietnam War, a poverty program working for blacks and poor people in rural Appalachia, Caroline and John, Jr. grow up,
10. Resident of Arlington National Cemetery, Arlington, Virginia,
11. Kennedy.

Activity:

In correlating social studies with Language Arts, have the students write Bio-poems. Collect their papers and give a test. Read lines 2-10 and students will fill in the name of the person in histroy from lines 1 and 11.

1. Jimmy,
2. Ambitious, energetic, statesman, politician
3. Son of "Miss" Lillian and the late Earl,
4. Lover of Rosalynn, Amy, Mother Lillian
5. Who feels pressure from Congress, Crisis in Iran and Afghanistan.
6. Who needs to curb inflation, see our hostages released from Iran, support of American people,
7. Who gives his time to family, the nation and the world.
8. Who fears the Russians, the Iranian Militants, defeat in 1980,
9. Who would like to see an end to inflation, our hostages released, himself re-elected,
10. Resident of 1600 Pennsylvania Avenue Washington, D.C. and Plains, Georgia
11. Carter.

Activity:

In correlating the writing of Bio-poems with literature, music, science and other subjects have students write poems. Give a test after papers are collected by having students fill in the name of the person.

1. Laura
2. Energetic, petite, teacher, handmade Christmas gifts
3. Sibling of Mary, Carrie, and Grace
4. Lover of Pa's fiddle playing, Ma's pumpkin pie, and Almanzo,
5. Who felt chills and thrills of living in a Little House on the Prairie, The Long Winter, and excitement while West From Home,
6. Who needed love from Ma and Pa, sisters Mary, Carrie, and Grace and Farmer Boy,

7. Who gave her first teaching salary to buy an organ for blind sister, love to Manly, and birth to Rose,
8. Who feared for the safety of Pa, Mary's blindness, that she had lost $100 On the Way Home,
9. Who liked Walnut Grove, San Francisco, and Mansfield.
10. Was last a resident of Mansfield, Missouri,
11. Ingalls Wilder

1. Tom
2. Mischievous, sometimes fibbed, Master Whitewasher, Manipulator
3. Sibling of Sid
4. Loved Aunt Polly, Becky Thatcher and Nature,
5. Felt close friendship with Huckleberry, pain of a sore toe, love for river and steamboats,
6. Who needed to show off occasionally, a pain-killer, to save Muff Potter.
7. Who gave his Whitewash brush to Ben for an apple, to Billy Fisher for a Kite in good repair, and to Johnny Miller for a dead r a t and a string to swing it with,
8. Who feared gittin' a lickin', Injun Joe, being lost with Becky in a cave,
9. Who would like to see Injun Joe pay for his crime, Muff Potter exonerated, the funeral held for Huck and him,
10. Resident of Hannibal, Missouri
11. Sawyer.

24. Clerihew - A clerihew is a simple four-lined verse which must contain a recognizable name and must contain something about an accomplishment. A clerihew is always humorous. It must contain two couplets of unequal length. The first two lines rhyme. The third and fourth lines also rhyme.[26]

The following example was written by L. Marvin Marion:

1. James Earl Carter is our president,
2. At the White House he is a resident,
3. During his first Administration gas prices have doubled,
4. But the "Big oil companies" are not troubled!

Activity: Write a clerihew of your own. You may want to write one on a U.S. President, an author, a book character, a scientist, a friend.

Rhyme scheme: a
a
b
b

25. Found Poems are poems which happen to be around. They contain words that have already been written somewhere such as on menus, labels, in newspaper headlines, advertisements or street signs. Students could be encouraged to look for striking phrases or sentences, write them down, and arrange them in a series of lines in poetic forms.[27]

Toby Lurie, a poet, has written several Found Poems. One example was his "Walking" poem to commemorate the inauguration of President Carter who walked down Pennsylvania Avenue with his family when he was sworn into office on January 20, 1977. This poem is found in his poetry book, A Leaf of Voices, Oral Composition.

His poem books may be purchased by writing: Toby Lurie, 1429 Page Street No. F., San Francisco, California 94117.

Found Poems by L. Marvin Marion:

"IF YOU CAN SELL"

IF YOU CAN SELL,
YOU CAN GROW HERE,
OPPORTUNITIES EXCELLENT
SELLING AMERICA'S LEADING
MOTOR CLUB SERVICE AND INSURANCE,
GOOD VOLUME COMPENSATION;
GUARANTEED INCOME FIRST YEAR,
ANNUAL INCOME INCREASE,
EXCELLENT FRINGE BENEFITS:
SALES EXPERIENCE PREFERRED.

"OUT OF TOWN LISTINGS"

NEAR NEW HOME IN TRI-C AREA
CURRENT FARM AND HOME LOAN
PRICED IN THE 40'S
NEW PAINT
NEW CARPET
NEW FURNACE
ACTION REALTY.

PUTTING TWO POEMS TOGETHER FOR DUET READING

1. IF YOU CAN SELL	2. OUT OF TOWN LISTINGS
YOU CAN GROW HERE	
1. OPPORTUNITIES EXCELLENT	2. NEAR NEW HOME IN TRI-C AREA
1. SELLING AMERICA'S LEADING	2. CURRENT FARM AND HOME LOAN
1. MOTOR CLUB SERVICE AND INSURANCE	2. PRICED IN THE 40'S
1. GOOD VOLUME COMPENSATION:	2. NEW PAINT
GUARANTEED INCOME FIRST YEAR	
1. ANNUAL INCOME INCREASE	2. NEW CARPET
1. EXCELLENT FRINGE BENEFITS	2. NEW FURNACE
1. SALES EXPERIENCE PREFERRED	2. ACTION REALTY

FOUND POEM BY L. MARVIN MARION

PRESIDENTIAL ELECTION 1980
JIMMY CARTER AND RONALD REAGAN
DEMOCRATIC AND REPUBLICAN PRESIDENTIAL NOMINEES:
JOHN ANDERSON RUNNING ON INDEPENDENT TICKET.
STATE PRIMARIES: SOME CANDIDATES DROPPED OUT OF RACE:
HOT SUMMER CONVENTIONS ENDED
ONLY THREE PARTY STANDARD
BEARERS SURVIVED BITTERLY FOUGHT CAMPAIGNS,
LABOR DAY INITIATED OFFICIAL FALL
CAMPAIGNS FOR WHITE HOUSE,
DEBATES COULD DECIDE NOVEMBER FOURTH ELECTION,
REAGAN OR ANDERSON TO TAKE THE OATH OF OFFICE
ON JANUARY 20, 1981 AS THE NEXT PRESIDENT OF THE UNITED STATES?
THAT'S THE WAY IT IS ON THE CAMPAIGN TRAIL 1980.

A Found Poem

1. The News Channel

1. defense the Klan

2. Budget education

1. crime candidates

2. strikes riots Abscan

1. Iraq celebrities

2. Iran religious sights

1. Rome the earth

2. Egypt Nashville the universe

1. The News Channel

by Dr. L. M. Marion

26. Prepositional Poem - Prepositional phrases at the beginnings of sentences or poems signal the writer to continue writing. Ask students to create poems or paragraphs in which the first five or six lines begin with prepositional phrases.[28]

Prepositional Poems by L. Marvin Marion

ON THE DASH,
INSIDE THE COAT POCKET,
UNDER THE BRIEFCASE,
ON THE CAR FLOOR,
FOUND ONE PAIR OF MISSING SUNGLASSES.

AT 5 A.M., AWAKEN,
INTO THE BATHROOM,
OUT OF THE SHOWER,
AFTER SHAVING AND BRUSHING HAIR,
LIKE A FLASH OF LIGHT,
READY TO BEGIN THE LONG DRIVE TO MWSC.

AROUND THE CORNER,
THROUGH THE CRACK,
INTO THE KEYHOLE,
UNDER THE DOOR,
BESIDE THE LAKE,
STANDS MY DREAM SUMMER COTTAGE.

ACROSS THE RIDGE,
THROUGH THE WOODS,
ON SUNDAYS AND HOLIDAYS,
TO GRANDPA AND GRANDMA'S HOUSE,
FROM THE WINDOW OF THE MIND,
TWO SMALL BOYS TRACED THE FOOTSTEPS OF MOTHER
AND FATHER.

Correlation of Poetry and Music

Select some musical records and have students decide which ones are most appropriate to accompany certain poems.

Introduce poetry by reading some humorous poems. Discuss: Which ones did you prefer? Why? Gradually during the year introduce the elements of poetry: Alliteration, Comparisons (similes, metaphors), Personification, Condensation, Contrasts, Imagery, Mood, Repetition, Rhythm, Suggestion, and Symbolism. Rhythm and Critical Interpretation are not stressed until upper elementary, middle school and high school.

DEFINITIONS AND EXAMPLES OF OTHER TYPES OF POEMS

Ballad - A single narrative poem of popular origin, composed in short stanzas. Examples: "Barbara Allen", "Tom Dooley", "The Ballad of David Crockett"

"The Ballad of William Sycamore" by Stephen Vincent Benet and "Ballad of John Henry."[29]

Epic Poem - A poetic composition usually centered upon a hero in which a series of great achievements or events is narrated in elevated style. Examples: Homer's "Iliad" and "Odyssey", Tennyson's "Idylls of the King", "Beowolf."[30]

Dirge - A funeral song or a song in commemoration of the dead; a lament for the dead. Some examples by Percy Bysshe Shelley include: "A Lament" and "A Dirge."[31]

Elegy - A mournful, melancholy or plaintive poem, especially a lament for the dead. Example: Grey's "Elegy Written In A Country Churchyard" in English literature.[32]

Narrative - A story poem of events, experiences, or the like; a narration. An example is the poem, "Nancy Hanks."[33]

Satire - A literary composition, in verse or prose, in which human folly, vice, etc. are held up to scorn, derision, or ridicule. Example: Swift's satire of human pettiness and beastiality.[34]

Lyric - A short poem expressing personal emotion. A love poem, a patriotic song, a lament, and a hymn might all be lyrics. A lyric poem is characterized by spontaneous expression of feeling. Elegies, sonnets, and odes are kinds of lyric poetry.[35]

Dramatic Poem - When the poet presents characters speaking and moving before as as in Robert Browning's dramatic monologues, "My Last Duchess" and "Boot and Saddle."[36]

Ode - A lyric poem which generally is characterized by dignified style and lofty thought and emotion. It is often addressed to some person or thing. Example: John Keats "Ode on a Grecian Urn".[37]

Spoonerisms - The transposition of initial or other sounds or words usually by accident as in a blushing crow for a crushing blow. (After W. A. Spooner (1844-1930), English clergyman noted for such slips of the tongue.) [38]

Stanza - A verse of a poem or song.[39]

Irony - When events occur just the opposite of what one generally expects.[40]

Meter and Rhythm - Traditional poems contain both meter and rhythm. The rhythmic quality is produced by the rise and fall of sounds which suggest the action or mood of the poem. Many poems have a set rhyme scheme.[41]

Poetic Foot - A poetic foot is a group of two or three syllables with an accent on one of the syllables. When the feet are put together, they make a special pattern called meter. A familiar meter is the iambus which consists of a foot of two syllables with no accent on the first but an accent on the second syllable.[42] Blank verse poetry utilizes the iambic pentameter, or the five foot line.

FIGURATIVE LANGUAGE AND EXAMPLES.

Alliteration - Alliteration is a poetic device which repeats the same beginning sound for effect.[43] Examples include:

1. I am sitting in the Sizzlin' Sirloin Stockade Steakhouse sharing my T-bone steak with my sister.
2. Dirty dogs drive a hard bargain dancing and barking all night in the street.

In example one the s's were alliterated. In example two both the d and b were alliterated. Give students an opportunity to find examples of alliteration in poems and to write their own examples. Give them a challenge to see if anyone in the class can write a long sentence with every word beginning with the same letter.

Onomatopoeia - Onomatopoeia is the imitation of natural sounds of words.[44] Examples include:

1. The wind whistled through the cracks of the quaint cottage on the barren hillside.
2. The radio cracked and popped as we listened to the music during the warm spring thunderstorm.
3. The old car rattled and banged down the street all the way to the mechanic for badly needed repairs.

Simile - A simile is a figure of speech which uses like or as to compare two unlike objects.[45]

1. I am as hungry as a bear.
2. Her dress was like a soft white cloud in a blue sky.
3. When the school year ends I am as free as a bird.

Metaphor - A metaphor is a figure of speech which implies like or as to compare two unlike objects.[46] Examples include:

1. George Brett's batting average was happiness in the bank.
2. Teaching is acting on a stage.
3. His voice was thunder when he spoke.
4. Happiness is Florida sunshine.
5. The fog was a cloud of dampness.

Personification - Personification is giving human-like characteristics to an inanimate object.[47] Examples include:

1. The wind whistled at me as I walked across campus.
2. The fallen leaves breathed a sigh of relief when they were not raked into the fire.
3. The garden vegetables slept quietly through the chilly night wind.
4. Those dark stormy clouds are angry with me.
5. The drain in my bathtub dances a merry tune every morning as tickling water runs down the pipes.

Hyperbole - Hyperbole is exaggeration for effect.[48]

1. She is so thin because she eats like a bird.
2. He was so fat that he occupied two chairs when he sat down.
3. That boy is as mean as a striped eyed snake.
4. When she sang all chandeliers in every room of the house shattered.

All the examples under alliteration, onomatopoeia, simile, metaphor, personification, and hyperbole were written by L. Marvin Marion. As students study figurative language in poetry, let them try their hand at writing their own examples. Some students may wish to illustrate their examples.

Book Making

Show students how to make books. Give them a chance to write and illustrate their poems using as many patterns as they are capable of learning. After they have written and illustrated the poems, let them make their own book of poems. They may wish to place the copyright sign inside the book and make up a fictitious publisher. Students will want to share their books with pride on numerous occasions.

Poets for Students of All Ages

Students in kindergarten through the senior year in high school should be exposed to numerous poets and their works. A beginning list is suggested:

Christina Rossetti, A. A. Milne, Now We Are Six, Clement C. Moore, "The NightBefore Christmas", Maud and Miska Petersham, The Rooster Crows, Vachel Lindsay, Eleanor Farjeon, Robert Louis Stevenson, A Child's Garden of Verse, Rachel Field, Eugene Field, Walter de la Mare, Marchette Chute, William Blake, Gellet Burgess, "The Purple Cow", Phyllis McGinley, Carl Sandburg, Robert Frost, Ogden Nash, Edward Lear, Laura E. Richards, John Donne, Leland Jacobs, Elizabeth Coatsworth, Judith Viorst, Josie and Michael, Lois Lenski, Sara Teasdale, Langston Hughes, James Weldon Johnson, Shel Silverstein, Edna St. Vincent Millay, Emily Dickinson, Ben Jonson, James Whitcomb Riley, Lewis Carroll, Rosemary and Stephen Vincent Benét, Helen Hunt Jackson, e.e. Cummings, Henry Wadsworth Longfellow, J. R. R. Tolkien, "The Stone Troll", Oliver Wendell Holmes, Henry Van Dyke, Arthur Guiterman, Robert Burns, Ralph Waldo Emerson, John Greenleaf Whittier, Katherine Lee Bates, Robert Browning, Alfred Lord Tennyson, William Shakespeare, John Milton, Hamlin Garland, Victor Hugo, Rudyard Kipling, John Masefield, Edgar Allan Poe, Walt Whitman, William Wordsworth, A. E. Housman, John Keats, James Russell Lowell, Archibald McLeish, Percy Bysshe Shelley, Christopher Morley, Sir Walter Scott, Elinor Wylie, Matthew Arnold, Robert Bly, Elizabeth Barrett Browning, Samuel Taylor Coleridge, T. S. Eliot, Sidney Lanier, Edgar Lee Masters, Alfred Noyes, Alan Seeger, Toby Lurie, Richard M. "Pek" Gunn.

A List of Publishers Who Have Been Receptive in Publishing Children's Materials:

Magazines

American Red Cross News
American National Red Cross
Washington, D.C. 20005

Child Life - Youth Publications
1100 Waterway Blvd.
Box 567B
Indianapolis, Indiana 46206

Children's Playmate
1100 Waterway Boulevard
Box 567B
Indianapolis, Indiana 46206
Editor: Beth Wood Thomas

Cricket
Box 100
LaSalle, Illinois 61301
Editor: Marianne Carus

Highlights for Children
803 Church Street
Honesdale, PA 18431
Editors: Walter B. Barbe and Caroline C. Meyers

Humpty Dumpty's Magazine
Parent's Magazine Enterprises, Inc.
52 Vanderbilt Avenue
New York, N. Y. 10017
Editor: Stephanie Calmenson

Jack and Jill
Curtis Publishing Company
Independence Square
Philadelphia, PA 19105

Wee Wisdom
Unity Village, MO 64065
Editor Colleen Zuck

Recordings

If one of your students has written a poem, song, story, or play, have him send it to the following address along with a blank cassette tape. It will be recorded at no cost and returned to the student. Cabbage Patch, Box 100, Somers, Connecticut 06171

Book Publishers of Children's Works

Abingdon Press
201 Eighth Avenue, South
Nashville, Tennessee 37202
Juvenile Editor: Ernestine Calhoun

Addison-Wesley Publishing Co., Inc.
General Books Division
Reading, MA 01867
Send to: Children's Book Department

Augsburg Publishing House
426 South Fifth Street
Minneapolis, MN 55415
Director, Book Department: Ronald Scboldt
Specialize in Christmas Books

Grossett and Dunlap, Inc.
51 Madison Avenue
New York, NY 10010
Editor-in-Chief, Children's Picture Books: Doris Duenewald

Harper and Row, Publishers, Inc.
10 East 53rd Street
New York, NY 10022
Juveniles - Charlotte Zolotow, Patricia Allen

Rand McNally
P. O. Box 7600
Chicago, IL 60680
Juveniles - Either Dorothy Haas or Roselyn Bergman

The Viking Press, Inc. Publishers
625 Madison Avenue
New York, NY 10022
Viking Junior Books

Wester Publishing Co., Inc.
1220 Mound Avenue
Racine, WI 53404
Miss Betty Ren Wright

Notes

[1] Paul C. Burns and Betty L. Broman, The Language Arts in Childhood Education (Chicago: Rand McNally College Publishing Co., 1975), p. 252.

[2] Burns and Broman, p. 253.

[3] Burns and Broman

[4] Burns and Broman, p. 254.

[5] Ruth Kearney Carlson, Poetry for Today's Child (Danville, New York: The Instructor Publications, Inc., 1972), p. 18.

[6] Egbert W. Nieman and Elizabeth C. O'Daly, Adventures for Readers, Book 2 (New York and Chicago: Harcourt, Brace, and World, 1958), pp. 68-69.

[7] Sidney W. and Iris M. Tiedt, Language Arts Activities for the Classroom (Boston: Allyn and Bacon, Inc., 1978), p. 278.

[8] Tiedt, p. 282.

[9] World Treasury of Great Poems, ed. Eddie-Lou Cole. (Sacramento, California: World of Poetry Press, 1980), p. 179.

[10] Yvonne Allen el al., Poetry, Middle and Upper Grades (St. Louis: McDonald Publishing Co., Inc., 1979), p. 12A.

[11] Tiedt, p. 283.

[12] Maureen Hunter, Adventures with A Three Spined-Stickleback (New York: Scholastic Book Services, 1973), p. 21.

[13] Amy Sholin, Cook Up Tales (New York: Scholastic Book Services, 1973), p. 19.

[14] Burns and Broman, p. 255.

[15] Burns and Broman

[16] Tiedt, p. 288.

[17] Tiedt, pp. 289-90.

[18] J. B. Priestley and Josephine Spear, Adventures in English Literature (Chicago: Harcourt, Brace and World, Inc., 1963), p. 126.

[19] Priestley and Spear, p. 125.

[20] Priestley and Spear, p. 239.

[21] Hunter, pp. 22-23.

[22] Janet McCumsey, Good Apple Consultant, Gifted and Talented Workshop in Kansas City, 30 Jan. 1981.

[23] Janet McCumsey, But I have Twenty-four Others! (Carthage, Illinois: Good Apple, Inc., 1980), p. 30.

[24] McCumsey

[25] Priestley and Spear, p. 528.

[26] Ona Patterson, Trying On Poetry (Granite School District, Missouri: N.P.), p. 35.

[27] Lee Bennett Hopkins, Pass the Poetry, Please! (New York: Citation Press, 1972), p. 90.

[28] A Writing Guide for Missouri Schools K-12 (Missouri Department of Elementary and Secondary Education, Jefferson City: n.p.), p. 62.

[29] Allen, p. 6.

[30] Carlson, p. 20.

[31] Priestley and Spear, p. 450.

[32] Priestley and Spear, pp. 341-346.

[33] Allen, p. 4.

[34] The Random House College Dictionary, 1971 ed.

[35] The World Book Dictionary, 1981 ed.

[36] Priestley and Spear, p. 528.

[37] Priestley and Spear, p. 454.

[38] The World Book Dictionary, 1981 ed.

[39] The World Book Dictionary, 1981 ed.

[40] The World Book Dictionary, 1981 ed.

[41] Allen, 1b.

[42] Allen

[43] Allen, p. 2A.

[44] Allen

[45] Allen, p. 3A.

[46] Allen

[47] Stephen-Adele Morley, Lessons in Writing Poetry (Woburn, Massachusetts: Curriculum Associates, Inc., 1978 , pp. 43-44.

[48] Morley, pp. 45-46.

Bibliography

Allen, Yvonne. Poetry. Ed. Stephen E. Switzer. St. Louis: McDonald Publishing Company, 1979.

Arnstein, Flora J. Poetry and the Child. New York: Dover Publications, Inc., 1962.

Boynton, Robert W. and Maynard Mack. Introduction to the Poem, Revised Second Edition. Rochelle Park, New Jersey: Haydn Book Company, Inc., 1973.

Burns, Paul C. and Betty L. Broman. The Language Arts in Childhood Education. Chicago: The Rand McNally College Publishing Company, 1975.

Carlson, Ruth Kearney. Poetry for Today's Child. Danville, New York: The Instructor Publications, Inc., 1972.

Field, Eugene. Poems of Childhood. New York: Avenel Books, A Division of Crown Publishers, Inc., 1963.

Gehlmann, John and Mary Rines Bowman. Adventures in American Literature, Olympic Edition. Chicago: Harcourt, Brace, and Company, 1958.

Gunn, Richard M. "Pek". Tumblin' Creek Tales and Other Poems. Nashville, Tennessee: Tumblin' Creek Enterprises, Publishers, 1963.

Hopkins, Lee Bennett. Pass the Poetry, Please! New York: Citation Press, 1972.

Hunter, Maureen. Adventures with A Three Spined-Stickleback. New York: Scholastic Book Services, 1973.

Lear, Edward. The Complete Nonsense Book (Limericks). New York: Dodd, 1912.

Loban, Walter et al. Adventures in Appreciation. Chicago: Harcourt, Brace, and Company, 1958.

Lurie, Toby. A Hand Book On Vocal Poetry. San Francisco, California: Journeys Into Language, 1974.

Lurie, Toby. A Leaf of Voices, Oral Composition. San Francisco, California: Journeys Into Language, 1980.

Lurie, Toby. Conversations with the Past. Woodinville, Washington: Laughing Bear Press, 1977.

Lurie, Toby. Mirror Images. Millbrae, California: Celestial Arts, 1974.

Mastroianni, Nancy and Mary Elizabeth Bradford. Poetry Package. Manhattan Beach, California: Teachers, 1977.

McCumsey, Janet. But I have Twenty-four Others! Carthage: Illinois: Good Apple, Inc., 1980.

Milne, A. A. Now We Are Six. New York: Dell Publishing Company, 1955.

Morley, Steven-Adele. Lessons in Writing Poetry. Woburn, Massachusetts: Curriculum Associates, Inc., 1978.

Nash, Ogden, Ed. The Moon is Shining Bright As Day. New York: J. B. Lippincott, 1953.

Nieman, Egbert W. and Elizabeth C. O'Daly. Adventures for Readers, Book 2, Olympic Edition. Chicago: Harcourt, Brace, and Company, 1958.

Patterson, Ona. Trying on Poetry. Granite Missouri School District.

Priestley, J. B., et al. Adventures in English Literature. Chicago: Harcourt, Brace, and World, 1963.

Sandburg, Carl. Wind Song. New York: Harcourt, Brace, and World, Inc., 1960.

Sholin, Amy. Cook Up Tales. New York: Scholastic Book Services, 1973.

Stevenson, Robert L. A Child's Garden of Verses. New York: Scribner, 1905.

Tiedt, Iris M. and Sidney W. Language Arts Activities for the Classroom. Boston: Allyn and Bacon, 1978.

Ullyette, Jean M. Guidelines for Creative Writing. Danville, New York: The Instructor Publications, Inc., 1973.

Writing Guide for Missouri Schools K-12. Jefferson City, Missouri: Missouri Department of Elementary and Secondary Education, 1979.

World Treasury of Great Poems. Ed. Eddie-Lou Cole. Sacramento, California: World of Poetry Press, 1980.